

Unit Planning Guide: Grade K Unit 4 of 8

Unit Title: Putting it into Action	Pacing (Duration of Unit): 5 weeks
Grade: Kindergarten	Buffer Day(s): 3

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Through read aloud, develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- **W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **L.K.2c** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- **RL.K.2** With prompting and support, retell familiar stories, including key details.
- RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or

<p>*These standards are taught throughout the year</p> <ul style="list-style-type: none"> • SL.K.1a * Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion. • L.K.1* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.K.1b* Use frequently occurring nouns and verbs. • L.K.6 * Use words and phrases acquired through conversations, reading and being read to, and responding to texts. • RL.K.4* Ask and answer questions about unknown words in a text. • RL.K.10* Actively engage in group reading activities with purpose and understanding. • RI.K.4* With prompting and support, ask and answer questions about unknown words in a text. • RI.K.10* Actively engage in group reading activities with purpose and understanding. 	supports.
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Meaning (*Mostly assessed through Performance Tasks/Assessments)	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • As authors/illustrators we speak, write, and draw to tell a story and express ideas. • Sounds we students hear and write correspond to letters and words. • Sounding out words helps us write. • Informative text provides facts. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do authors and illustrators tell stories? • How can we share our ideas with the group? • What is research?

Acquisition (*Mostly assessed through traditional summative assessments)	
<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • Their role as an author and illustrator • That letters are represented by sounds and that together they make up words • That words together make up sentences • That retelling a story means including characters, settings, and events • That illustrations help make meaning • That writing conveys information • That conversations should stay on topic <p>Key Academic Vocabulary -</p> <ul style="list-style-type: none"> • Author, illustrator • Report • Facts • Topic • Consonant • Vowel 	<p>Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • Composing stories, orally and or in writing (application) • Creating illustrations to match text (synthesis) • Encoding and decoding CVC words (knowledge, application) • Retelling stories and key details (comprehension) • Reading all graphics to make meaning (knowledge, application, synthesis) • Writing on topic (words or pictures) (knowledge, comprehension, application, synthesis) • Maintaining topic (knowledge, comprehension, application, synthesis)